University of Central Lancashire

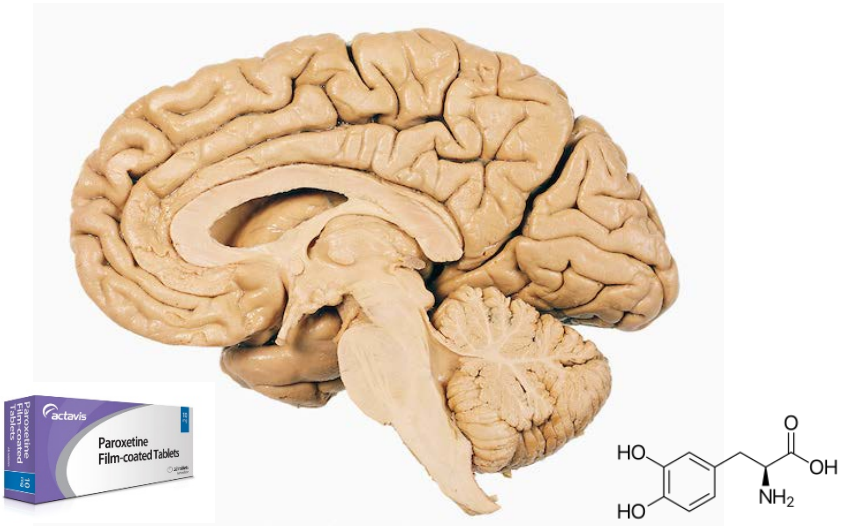
Course Handbook

MRes Neuroscience

2019-20

Dr Vicky Jones

School of Pharmacy and Biomedical Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

Contents

1. Welcome to the course

Welcome to the School of Pharmacy and Biomedical Sciences within the Clinical and Biomedical Sciences Faculty at the University of Central Lancashire. We hope that you'll enjoy your studies and experiences in Preston. The Student Handbook brings together information to help you to answer queries that you might have about the course. If we have missed something that you think should be included in this Handbook then please let us know.

We want this to be a positive learning experience for you. There will be some very hard work, but we hope that you'll find it interesting and stimulating, and that you'll have the chance to enjoy yourself along the way. We believe you can succeed, and we want you to succeed. The academic and support staff are here to help you achieve that goal. Good luck!

1.1 Rationale, aims and learning outcomes of the course

Neuroscience is an increasingly popular subject to study and is becoming an increasingly important area to research given our aging population. Diseases of old age such as Alzheimer's, Dementia, Parkinson's disease and stroke are devastating illnesses with poor prognosis. Psychiatric illnesses such as depression, drug abuse and autism are becoming more prevalent in society but treatment options are limited. It is critical that we develop a better understanding of neurological and psychiatric illnesses with a view to developing better medications or reducing the development of these diseases. In this course we bring together Neuroscientists with national and international reputations to deliver cutting edge lectures, workshops and tutorials and to supervise extended lab research projects which may generate publishable data. We think this is a fascinating area to study and will produce sought-after graduates with the knowledge and skills to undertake PhDs and become the next generation of academics and researchers. Many transferable skills, of use in numerous other careers, will be emphasised.

Good luck!
Vicky Jones
Course Leader MRes Neuroscience

CONTACT:
VCJones@uclan.ac.uk
Maudland Building MB139
01772 895833

1.1.1 Course aims:

• **To develop knowledge and understanding of Neuroscience, at a Masters level, built on a sound scientific foundation.**
• **To apply neuroscientific knowledge to analyse and evaluate information.**
• **To develop the research skills at postgraduate level necessary for independent scientific research**
• **To increase transferable skills including communication, writing, critical analysis, numeracy, statistics, IT, project planning, independence, and interpersonal and group-working skills.**
• **To develop competence in the implementation and monitoring of plans for self-development.**
• **To prepare the learner for a career in bioscience in positions requiring knowledge of neuroscience in relation to research, health, disease and treatment.**

1.1.2 Learning outcomes (these are the things that you should be able to do at the end of the course)

In the category of knowledge and understanding, you should:

- Explain and critically discuss the principles of neuroscience in association with the underlying neurophysiology, neuropharmacology, neuropathophysiology, biochemistry and molecular neurobiology. This will include elements where the uncertainty, ambiguity and limits of knowledge within the discipline are apparent.
- Identify and discuss regulatory and ethical issues associated with neuroscience and the wider biosciences.
- Critically evaluate current techniques and research in the Neurosciences

In the category of subject specific skills, you should:

- Use appropriate laboratory equipment to enable a lab-based project to be undertaken.
- Work accurately in an organised, safe and ethical manner associated with biomedical laboratory investigations.
- Design experiments, and critically interpret and report the results of experiments relevant to neuroscience.
- Maintain a contemporaneous lab book accurately recording work undertaken in laboratory.
- Assimilate evidence and to apply it with specialist knowledge of neuroscience to new situations e.g. formulate hypothesis

In the category of thinking skills, you should:

- Locate and appraise critically relevant published literature and extract pertinent information from such sources
- Define and develop strategies for solving problems and testing theories.
- Be able to analyse a range of data derived experimentally and evaluate it critically supported by logical and structured argument.

In the category of other skills relevant to employability and personal development, you should:

- Write using an appropriate scientific style.
- Work as a useful contributor to a group or independently.
- Use IT effectively for information retrieval, analysis, communication and presentation.
- Communicate effectively to transmit ideas and conclusions.
- Demonstrate planning, time-management, work to deadlines; carry out independent learning and to undertake career planning and development.

1.2 Course Team

Course Leader and Module Tutors:

NAME	EMAIL ADDRESS	ROOM	Ext.	EXPERTISE
Dr Vicky Jones **Course Leader Module Tutor: Current Trends in Neurosciences**	VCJones@uclan.ac.uk	MB139	5833	Dementia/Astroglia/ MND
Dr Marta Krysmann **Module Tutor: Research Projects**	MKrysmann@uclan.ac.uk	MB140	3502	Dementia
Dr Lisa Shaw **Module Tutor: Research Proposals**	LShaw1@uclan.ac.uk	MB241	5829	Neuro-oncology
Dr Philip Welsby **Module Tutor: Research Methods**	PJWelsby@uclan.ac.uk	MB241	5823	Neuro-oncology

Course Team:

NAME	EMAIL ADDRESS	ROOM	Ext.	EXPERTISE
Dr Jane Alder	JEAlder@uclan.ac.uk	MB006	3915	Neuro-oncology
Dr Tony Ashton	ACAshton@uclan.ac.uk	MB137	3509	Transmitter release
Dr Victorio Bambini	VBambini-junior@uclan.ac.uk	MB241	6483	Autism
Dr Vassillios Beglopoulos	VBeglopoulos@uclan.ac.uk	MB138	5836	Dementia/autism
Prof StJohn Crean	SCrean@uclan.ac.uk	AL005	3393	Dementia
Dr Donna Daly	DDaly3@uclan.ac.uk	MB024	6480	Neurophysiology
Prof Colin Davidson	CDavidson2@uclan.ac.uk	MB068	3920	Drug abuse/stroke
Prof Rob Forbes	RTForbes@uclan.ac.uk	MB005	3513	Protein aggregation
Dr Maria Gonzalez	MGonzalez3@uclan.ac.uk	MB137	3503	Dementia
Prof Frank Martin	FLMartin@uclan.ac.uk	MB070	6482	Neuro-oncology
Dr Lorenzo More	LMore@uclan.ac.uk	MB240	5847	Cognition/Behaviour
Dr Chris Smith	CGSSmith@uclan.ac.uk	MB139	5845	neuropharmacology
Dr Tim Snape	TJSnape@uclan.ac.uk	MB065	5805	Medicinal chemistry
Dr Izabella Stasik	IStasik@uclan.ac.uk	MB107a	6484	mitochondria
Dr Gail Welsby	GWelsby@uclan.ac.uk	MB107a	3501	Blood brain barrier

Administrative contacts:

Foster Hub	FosterHub@uclan.ac.uk	FB058	1990/ 1991	General Enquiries
Attendance	FosterHubattendance@uclan.ac.uk	FB058		Notification of Absence
Extensions	PBSExtensions@uclan.ac.uk	FB058		Extension Requests
Extenuating Circumstances	FosterEC@uclan.ac.uk	FB058		Extenuating Circumstances

NOTE: To call from outside the University, please add 01772 89____ before the extension number given.

1.3 Expertise of staff

The expertise of all the staff are outlined in the table above with each one carrying out research in their chosen field. This expertise is applied in taught sessions in lectures, workshops and tutorials, but is most applied in the extended research projects. The specific research topics that these staff work on can be found in the specific web pages for each member of staff. Please see https://www.uclancbsresearch.co.uk/ for more details.

Further information from all prospective project supervisors will be provided to assist you in choosing options for your own extended research project.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.

My Academic Advisor is:

Name	E-mail	Tel.	Room No

1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the Foster Hub which opens from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and

advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Foster Building
Forensic and Applied Sciences
Pharmacy and Biomedical Sciences
Psychology
Physical Sciences
telephone: 01772 891990/891991
email: FosterHub@uclan.ac.uk

Allen Building
Medicine
Dentistry
telephone: 01772 895566
email: AllenHub@uclan.ac.uk

Harris Building
Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk

Computing and Technology Building
Art, Design and Fashion
Computing
Journalism, Media and Performance
Engineering
telephone: 01772 891994/891995
email: CandTHub@uclan.ac.uk

Greenbank Building
Sport and Wellbeing
Management
Business
telephone: 01772 891992/891993
email: GreenbankHub@uclan.ac.uk

Brook Building
Community, Health and Midwifery
Nursing
Health Sciences
Social Work, Care and Community
telephone: 01772 891992/891993
email: BrookHub@uclan.ac.uk

1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Good communication is a core principle within the School of Pharmacy and Biomedical Sciences, and it is important that this underpins relationships between students and members of staff. The School has adopted principles to guide students when communicating with staff members to achieve the most effective outcomes.

1.6.1 General points

- It is important to remember that academic staff are involved in a range of activities, including teaching across a number of different courses; attending placement visits, attending meetings inside and outside the University; and carrying out scientific research. Consequently, although student emails and telephone messages are afforded a high level of priority, responses are unlikely to be instant, as staff are often not at their desk. Staff will normally try to respond to you within 48 hours, but please remember we have some part-time staff and so this may not always be possible.

- The School has a large and diverse student body with a range of different needs. At times, some student's needs are particularly pressing. In such instances, staff will prioritise responding to those students, as in any other workplace.

- School staff are committed to supporting students with their studies; however there is also an emphasis upon independent learning within the Higher Education environment. Where students run into difficulty, they are strongly encouraged to seek help from their Academic Advisor in the first instance.

- Academic and Administrative staff are not permitted to give out grades via email or on the telephone, as stated in the Academic regulations. Students can access their results via 'MyUCLan' and/or Blackboard.

  Administrative staff will always do their best to help students. Students are asked to communicate with courtesy at all times. There is normally a member of administrative staff in the Foster Hub from 8.45am-5.15pm Monday to Thursday and 8.45am-4pm on Fridays.

- Communication is a two way process and it is important that students and staff work together to constantly improve communication, so that it is mutually beneficial. This will be discussed at Staff/Student liaison meetings with feedback sought from all.

1.6.2 E-mails

- Students should take care to use appropriate language in emails and are reminded of the importance of being courteous at all times. Where inappropriate language is used, for example 'text language', members of staff will politely point this out to students.

- Where staff are away from University, they will routinely use their automated email response facility, which clearly states a return date. This is important for students so that they understand when staff are on leave or working away from the University.

- Staff will normally try to respond to emails from students within 2 working days (unless they are on annual leave or are part-time teaching staff), by providing an acknowledgement of the email, even if the matter cannot immediately be resolved. However, students are politely reminded that the answer to very many queries lies in module or Student handbooks and they should consult these first to try and find an answer. This helps to ensure that students who are in genuine need of assistance will receive a prompt response.

- If students do not get a response in a timely manner, they should email the member of staff again. If there is still no response and the matter remains unresolved, students should bring this to the attention of another member of staff, such as the module leader, then their course leader and finally the head of School for an 'action request'. This colleague will then address the matter with the original member of staff.

- CC-ing in emails - Students are encouraged to send emails directly to the person from whom they want a response. Students should avoid needless copying in many staff members, as this decreases the likelihood of an efficient response and increases work for academic staff. Where other staff are cc'd into the email, it should be made clear why. eg. *I am copying in my course leader so that they are also aware of this situation.*

1.6.3 Appointments

- Tutors will make it clear how students can make an appointment with them. Many tutors publish drop in times on their doors or have contact details posted on their doors. If you wish to request an appointment with a member of staff, it is usually best to either sign up on the sheet provided on the office door or email them to request a time, clearly stating what the matter is about.

- Students will be helped to understand the different roles of staff during induction. For example, all students will have an Academic Advisor who is normally the first port of call for personal issues, and advice and guidance about progression on the course. If students need advice on module specific matters, eg resubmission of essays, they should consult module staff, not their Academic Advisor. Module leaders will publish dates of assignment workshops (where these are given) for all students at the beginning of the semester. The course leader can help on course related issues whereas the year tutor may be able to help with specific issues within a particular year of the degree course.

- When students have appointments with staff, it is very important that they keep them. Where they are unable to keep them, students must let the member of staff know, out of courtesy, but also to ensure staff can manage their workload.

1.6.4 Feedback

- Feedback from teaching staff is central to the progression and development of any student. This needs to be recognised and valued as a form of communication. It is extremely important for students to take their time to understand the feedback

they have received. Please seek clarification from a member of staff if you do not understand any aspect of the feedback that has been provided.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of this person, their position and home institution can be found below. If you wish to make contact with your External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work awarded the highest and lowest marks and awarded marks in the middle range.

External Examiner Name : **Dr Alexis Bailey**
Position: Senior Lecturer in Neuropharmacology
Home institution: St George's, University of London

When the external examiner's report for the previous year is available it will be put onto the course site on Blackboard so that you can read it.

2. Structure of the course

The MRes course comprises of taught core modules in semester 1. A decision about whether to continue on the MRes course or to transfer onto the PgDip or PgCert will be made with you at the end of semester I. The decision process will involve a review of your academic performance in semester I assessments in addition to a short discussion with you to ensure the course you progress on is most suitable for you.

The award of the post-graduate degree of Master of Research *via* full time study requires you to complete 4 modules (180 credits) over one year's study period. Extension of this period may be granted by the University in exceptional circumstances. The modules comprising the MRes Neuroscience degree are shown in Table 1, and the structure, so that the credits can be gained, is shown in Figure 1. All classes will be held on the UCLan Preston campus.

Table 2: Modules for MRes Cancer Biology and Therapy

Module Code	Title	Semester	Credits
BL4020	Current Trends in Neuroscience	1	20
BL4013	Research Methods	1	20
BL4014	Research Proposal	1	20
BL4016	Research Project (120 credits)	2 & 3	120

Full time Provision

MRes Neuroscience (180 credits)

PgDip Neuroscience (120 credits)

PgCert Neuroscience (60 credits)

Transferring to other Programmes

This may be possible, but due to the specialised 'Current Trends in Neurosciences' module in semester 1 which is specific to this MRes neuroscience course, it is not encouraged to transfer. The other modules (Research Methods and Research Protocols) are not specific to this MRes and so could be used to transfer to another level 7 course. If students want to investigate transferring programmes then they should speak with the course leader as early as possible.

2.1 Overall structure

The module codes, titles and sizes are indicated in Section 2.2.3

2.2 Module Registration Options

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

BL4020 Current Trends in Neuroscience

This module examines selected neurological, psychiatric and peripheral nervous system diseases with an emphasis on current models and/or treatments and future treatments. It will be taught by research active expert lecturers.

Transferrable skills: Presentation skills, written communication skills, literature researching, cutting-edge neuroscience knowledge

BL4013 Research Methods

This module will enable students to develop an appreciation and understanding of current analytical technologies used in the biomedical sciences. The module also aims to provide students with transferable career skills relevant to clinical sciences including the communication, planning and management of scientific ideas and data presentation.

Transferrable skills: Laboratory skills, data analysis, report writing, research critique, technical know-how, lab book note keeping

BL4014 Research Proposal

The aim of this module is to enable the students to design an independent research project to be undertaken within a defined time and with a controlled budget.

Transferrable skills: Experimental design, budgeting, project planning, method evaluation, literature searching, professional proposal writing

BL42016 Research Project (120 credits)

The module aims to further develop the student's ability to formulate hypotheses and through the process of effective decision making, employ relevant experimental strategies. It will expand the student's ability to critically evaluate experimental methods, analyse data and provide the means whereby students can present research data both orally and in the form of a written scientific report in the style of a scientific journal article.

Transferrable skills: Extended lab research skills, experimental design, time-management, data analysis, scientific report writing, oral communication

2.2.1 Electives available

There are no electives available on the MRes Neuroscience degree programme.

2.2.2 Accreditation of prior learning

If you consider that you may have already achieved some of the learning outcomes of the course through previous learning, please consult your course leader and gain advice from the APL Coordinator to find out whether you can make a claim for accreditation of prior learning for part of your course.

2.2.3 Scheme of the degree programme

Year 1 (level 7)

Semester 1

BL4013; Research Methods

BL4014; Research Proposal

BL4020; Current Trends in Neurosciences

Semester 2& 3

BL4016; Research Project (120 credits)

2.3 Course requirements

Modules will be received at the School Assessment Board at the end of the relevant semester.

Unless specifically stated in the module descriptors, you are expected to receive a pass mark of a minimum of 50% as an aggregate of coursework and examination components of any module employing a mix of these two elements.

Students not achieving a passing module mark may be re-assessed in the deficient component(s).

2.4 Module Registration Options

Discussions about your progression through the course normally take place at the end of semester 1 It is an opportunity for you to make plans for your study over the next 2 semesters. The course team will explain your marks to you and discuss the need for resits if needed.

Your Course Leader, Dr Vicky Jones, encourages you to discuss any concerns regarding your academic performance with her during the course of your studies. Please e-mail VCJones@uclan.ac.uk to arrange an appointment.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

Normally you will have face to face contact with a member of academic staff for 10-20 hours a week. This contact will be in the form of e.g. lectures, labs, tutorials and workshops. The on-line timetable will have details of all the modules that you are taking in one particular academic year and can be accessed either on or off campus.

In addition, all modules have a Module Handbook and this will provide you with details of the assessment timetable. The Module Handbooks can be accessed via Blackboard [ELearn (Blackboard) portal] for each module.

The normal amount of work involved in achieving a successful outcome to your studies is to study for 10 hours per each credit you need to achieve – this includes attendance at UCLan and time spent in private study i.e. for a 20 credit module you are expected to spend a minimum of 200 hours on this.

Each module that you take as a part of your course has as a part of the module a learning agreement that sets out how the material in the module will be delivered and details of the various learning activities. Further details can be found on the individual module descriptors.

2.5.3 Expected hours of research

During your research project, you will join a working research laboratory team. You will interact with other postgraduate students (MSc by research, MD and PhD), research assistants, postdoctoral research associates and other principle investigators. You will be invited to attend research seminars from local, national and international speakers.

During the research project period, it is expected that you will be engaged in research full-time (i.e. 5 days per week, 8 hours per day). This time will be made up of you being either in the lab undertaking experiments, receiving training, reading papers, meeting with your supervisor, in seminars, shadowing other researchers, undertaking rota duties in shared labs etc.

It is vital that you engage with these activities to gain experience of the research environment. It is this immersion in a real research environment which sets an MRes apart from other post-graduate qualifications and will afford you significant skills for your future career.

2.5.4 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to Foster – FosterHubAttendance@uclan.ac.uk or by telephoning the hub on 01772 891990 or 01772 891991.

If you do not email to report your absence, the absence will be classed as unauthorised, unless appropriate documentary evidence (e.g. a medical note) is provided.

Please note that absence for reasons other than sickness must be discussed and agreed in advance with your Course Leader or Module Tutor because they would have to authorise any absence. If you do not do this your absence will be classed as unauthorised.

For any module where you have not attended sufficient classes because of illness or other cause, you will not be penalised, provided there is acceptable documentary evidence to support the absence(s). However, if there are a significant number of absences then it is unlikely that you will have met the learning outcomes for a module(s). In this case the module assessment board may give an 'I' for the current year and you will be required to re-take the modules(s) in entirety the following year. This means that any module(s) that are necessary to re-take will not be capped at the minimum pass grade.

Further details are provided in the booklet 'A Students Guide to Assessment' which you will be given a copy of and is available on Blackboard. Unauthorised absence is not acceptable and may attract academic penalties and/or other penalties.

Students who do not respond to communications concerning continuous unauthorised absence may be deemed to have withdrawn from the course. The date of withdrawal will be recorded as the last day of attendance.

Please note that in any cases of absence (authorised or otherwise) it is your responsibility to find out what material you have missed, and by negotiation with staff (and perhaps other students) to catch up with your general learning and especially the work required for assessments.

If you have not gained the required authorisation for leave of absence, do not respond to communications from the University and if you are absent for four weeks or more, you may be deemed to have withdrawn from the course. If this is the case, then the date of withdrawal will be recorded as the last day of attendance.

Each time you attend a timetabled session you will use a automatic monitoring system to register your attendance (SAM: student attendance monitoring) and this can be used to determine whether you have been attending your classes. This will involve the use of your university card which has the electronic information about yourself encoded on this. In some cases, signing in sheets will also be employed. The University has a responsibility to keep information up to date and **you must only enter your own details on the system**. To enter any other names (by using their University card or by signing for someone else) would result in inaccurate records and be dishonest. Any student who is found to make false entries can be disciplined under the student guide to regulations.

For students from overseas and non-EU countries it is very important that you understand your responsibilities after enrolling; these are broadly defined as follows:

1. You MUST keep UCLan informed of your contact details at all times; it is your responsibility to inform UCLan if your contact details change. If you do change your term time address and/or phone number please inform the Foster Hub.

2. You MUST attend your course of study regularly; under the Points Based System (PBS), UCLan is obliged to tell UKBA if students withdraw from a course, defer or suspend their studies, or if a student fails to attend their course regularly. If your studies are sponsored by a company or government agency we may have an obligation to provide them with information about your attendance and

progression.

3. You MUST comply fully with the working conditions of your visa.

4. You MUST inform UCLan immediately of any change in your personal circumstances (eg. marriage/civil partnership/cohabitation/birth of a child in the UK; change in dependant circumstances; divorce; dissolution of civil partnership).

What are the penalties for not complying with the PBS?

Penalties for failing to comply with PBS will be implemented by UKBA and may be severe and long-lasting. Penalties may include your removal from the UK and/or your exclusion from the UK for a number of years.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Fundamentally, you are committed to study diligently and systematically on your chosen degree programme in order to learn and understand. We expect you to acquire new knowledge, general (transferable) and subject-specific skills during your time in the School.

The type of learning that you will acquire is indicated in the Programme Specifications for the course, include at the end of this Handbook. Learning is generally expressed in the form of Learning Outcomes and these are descriptions of what you will be able to do upon completion of your Masters degree course as a whole, or upon completion of an individual module.

All module descriptors list the Learning Outcomes that you are expected to demonstrate upon completion and the purpose of assessments (see Section 5) is to test your success in achieving these learning outcomes.

Learning is an active process and requires your engagement and commitment. This means that you will only be able to meet the Learning Outcomes of each module (and ultimately your course as a whole) if you commit yourself to:

1. Attending the timetabled sessions.
2. Completion of assessment requirements (including prompt submission of coursework and attendance at all examinations).
3. Supplementing the taught sessions by reading and using all learning material recommended by the Module tutor – this out of class investment on your part is specified as ‘directed learning’ or ‘independent learning’.
4. Playing an active role in seminars tutorials, group work and in-class discussions/debates.

The majority of modules have been divided into a number of specific topics, where lectures will be delivered by recognised specialists in the field who will guide you on current state of development of the subject, as well as indicating future developments. This will be supported by independent learning using a case study/problem solving/data interpretation approach. You will be given guided reading based on the current literature and will be expected to work independently to gain further information on the topic, thereby extending your knowledge and understanding beyond the lecture material. Your learning process will culminate in submitting assignments which require assimilation and expression of the knowledge and understanding gained during formal guided and independent learning.

The final semester involves a laboratory-based research project, where you will be working independently on a specific topic of interest to a research group within the School. The project constitutes a key element in the programme and provides you with the opportunity to

enhance your practical skills and engender a spirit of enquiry in an area of research associated with one or more specialist disciplines. You will become experienced in research methods, develop the ability to critically appraise information and display logical and literary skills in the final project report. The project will be housed within the School research laboratories under the supervision of research active staff.

3.2 Study skills

The University has an excellent study skills support facility for students called **WISER**. WISER is an acronym for the two ways in which you may wish to make use of this service.

Walk-**I**n **S**tudy **E**nhancement through **R**eview drop in, one to one *tutorial consultations*, which is available to all students during term-time. The focus is on specific and individual needs.

Wiser **I**nteractions for **S**tudy **E**nhancement and **R**eview *workshops* on topics of direct relevance to students' study needs. The workshops are not credited and are weekly per semester. See The Student Portal for further details.

WISER http://www.uclan.ac.uk/students/study/wiser/index.php

For international students, you may wish to access the services offered by the UCLan International Office Student Support Team.

3.3 Learning resources

3.3.1 Learning Information Services (LIS)

Extensive resources are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study. The library opening times can be accessed at:

http://www.uclan.ac.uk/students/study/library/opening_hours.php

3.3.2 Electronic Resources

LIS provide access to a huge range of electronic resources – e-journals and databases, e-books, images and texts.

Additional materials will be signposted by individual tutors, where needed, on Blackboard online.

3.4 Personal development planning

The School's PDP programme is based around core modules and assessments rather than stand-alone modules. You are introduced to the idea of PDP and career planning through sessions in induction week, including a talk from a careers advisor or employer and meetings with your academic advisor. Reflection and self-assessment on your achievements and goal setting is supported by linking selected coursework to the reflection process. Each course team has identified the coursework to be included in the scheme so that it covers a wide range of skills.

3.5 Preparing for your career

Your future is important to us, so to make sure that you achieve your full potential whilst at university and beyond, your course has been designed with employability learning integrated into it. This is not extra to your degree, but an important part of it which will help you to show future employers just how valuable your degree is. These “Employability Essentials” take you on a journey of development that will help you to write your own personal story of your time at university:

- To begin with, you will explore your identity, your likes and dislikes, the things that are important to you and what you want to get out of life.
- Later, you will investigate a range of options including jobs and work experience, further postgraduate study and self- employment.
- You will then be ready to learn how to successfully tackle the recruitment process.

You might use a careers tool which will leave you with a permanent record of all the fantastic things you have achieved during your time at UCLan.

It’s your future: take charge of it!

Careers offers a range of support for you including:

- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information, access our careers and employability resources via the Student Portal.

4. Student Support

We are sure that in the next few days you will make friends with people on your course and this friendship could last for much longer than the year you will be at UCLan. If there are any questions or queries you may wish have answered, your first port of call is normally your Course Leader.

There is always one of the School’s administration staff available to provide some guidance and the office is located on the ground floor of Foster Hub (FB058).

The ‘i’ located in the library is also a very good source of information and they are always happy and willing to provide advice on a variety of areas.

A student representative of the course will be elected during the first few weeks of the course and they are also an important contact.

4.1 Academic Advisors

You will be assigned an Academic advisor during the Welcome Week. The Academic advisor will generally be a member of the Academic Staff who has a good knowledge and understanding of your course and is most likely involved to some degree in teaching specific material covered in your course.

The role of the Academic advisor is to meet regularly with you and to provide a focal point for academic development, to provide individual feedback on progress, to help identify areas requiring improvement and discuss strategies for achieving this, and to monitor attendance and progress through the course.

The Academic advisor also provides academic guidance to students following Assessment Boards. In addition, Academic advisor should provide personal support, taking account of current problems in the student's life and be available for informal appointments through email or requests via availability sheets posted on staff doors or on-line appointment sheets. Students are also supported by the Course Leaders.

When appropriate, your Academic advisor may well refer you to specialized central University support, e.g. WISER, and may liaise with Futures to help provide you with careers guidance.

4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

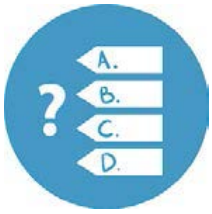
The disability lead within the School of Pharmacy and Biomedical Sciences is:

Dr Lisa Shaw (LShaw1@uclan.ac.uk).

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website: http://www.uclansu.co.uk/

5. Assessment



5.1 Assessment Strategy

Please note that all modules will be assessed. You are expected to attempt all required assessments for each module for which you are registered, and to do so at the times scheduled unless authorised extensions, special arrangements for disability, or extenuating circumstances allow you to defer your assessment.

The School recognises the main purposes of assessment as the diagnosis of strengths and weaknesses; encouragement to be involved in determining your own performance; and testing the achievement of the learning outcomes. Assessment is continuous and comprises formative and summative methods. Formative assessment encourages the development of personal self-awareness and self-evaluation such that corrective change can be instigated by the individual. This formative feedback is central to the development of the student from a dependent to independent worker which is at the heart of the programme philosophy. The nature of formative assessment varies between modules. In some there are short tests or essays, in others there is informal feedback via activities such as tutorials or discussion of experiment results during laboratory sessions.

The summative assessment strategy in each module is designed to best test the achievement of the module learning outcomes. A range of assessment methods are utilised including essays; data interpretation/analysis; both written and practical reports; group and individual presentations, phase tests/drop quizzes; posters; examinations; competence assessments; research project reports. Some of the above are on a group basis, and in this case there is an element of peer assessment. Thus assessments are extremely important and you should devote sufficient time to each one and plan your work accordingly. The assessments of each module address specific learning outcomes listed in the programme specifications, so by the time you complete your course, you should have covered all the learning outcomes.

The criteria used for marking work at Masters level can be found in Section G of UCLan's Academic Regulations.

Aims and objectives of Assessment strategy

The aims of the assessment on non-project work are:

- To assist in the teaching/learning process.
- To provide a measure of the extent to which you are benefiting from the course.
- To indicate to what extent the course is achieving its own aims, by testing your ability to meet the Learning Outcomes of your individual modules and the Master's degree programme as a whole.

The objectives of the assessment are:

- To provide you with feedback on your level of competence with the assessed material and to advise of strategies which could be used to improve future performance.
- To alert staff to individuals or collective problems students may have with aspects of course material.

The course programme is designed to spread the assessment load as far as possible, however, there may be some bunching towards the conclusion of each of the first two semesters. You are strongly advised to make an early start on the preparation of assignments and to plan well ahead in order to avoid an accumulation of work that could adversely affect your performance.

You will find details of the assessments of individual modules in the relevant Module Descriptors. In addition to the essential information in the module descriptors, your Module Booklets (provided by the Module Tutor at the first timetabled session and on the module ELearn (Blackboard) site will give further details on the assessment requirements.

5.2 Notification of assignments and examination arrangements

Full details relating to the assessment of your course, (including policies on deadlines, penalties for late submission, plagiarism and feedback) can be found on Blackboard.

Precise details of the timing and nature of individual assignments will be made available within individual Module Booklets, provided at the beginning of each semester.

At the discretion of the Module Tutor this information may be supplemented with additional detail (including the assessment criteria – if not available in Module Booklet) which will be given out during taught classes when the individual assignments are set, and well in advance of the submission date.

The marking criteria that are used to assess your work can be found in the appendices.

5.3 Referencing

It is normal School policy to use the Harvard style of referencing. Below are a few examples, you will be given a lot more guidance in your modules.

Citing authors in the text:

Single author: The salt form of a drug affects the dissolution rate (Smith, 2010)

Two authors: The salt form of a drug affects the dissolution rate (Smith and Jones, 2010)

Three or more authors: The salt form of a drug affects the dissolution rate (Smith et al., 2010)

Citations for a reference list:

Wan, K. W. (2004). Poly(amidoamine) salt form: effect on pH-dependent membrane activity and polymer conformation in solution. Biomacromolecules. 5(3):1102-9

5.4 Confidential material

Although you are not expected to access confidential information during the course, you still need to be aware of ethical and legal responsibilities to respect confidentiality and maintain anonymity of individuals and organisations.

5.5 Dealing with difficulties in meeting assessment deadlines

Assignments must be submitted no later than the date on your assignment instructions / brief. If you anticipate that you will have difficulty in meeting assessment deadlines or you have missed or are likely to miss in-semester tests you must report this at the earliest possible opportunity to the Hub at the Foster Hub in the Foster Building (01772 893500) and no later than 9.30 am on the morning when the work is due in or you have an in-semester test.

Authorisation of the late submission of work requires written permission. Your School is authorised to give permission for **one extension period of between 1 and 10 working days** where appropriate evidence of good reason has been accepted and where submission within this timescale would be reasonable taking into account your circumstances (Academic Regulations).

You should complete and submit an extension request form, with any supporting evidence, to your Hub (PBSExtensions@uclan.ac.uk). Further information is available on the Student Portal at: http://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php

We aim to let you know if the extension has been granted within 1 working day of the receipt of the request.

If you are unable to submit work within 10 working days after the submission date due to verifiable extenuating circumstances, you may submit a case for consideration in accordance with the University's Policies and Procedures on Extenuating Circumstances (Academic Regulations and Assessment Handbook).

5.5.1 Extenuating circumstances

Some students face significant events in their personal life that occur after their course has started, which have a greater impact on their studies than can be solved by the use of an extension. If this applies to you, the University is ready to support you both with regard to your course and your personal wellbeing through a process called Extenuating Circumstances (see Academic Regulations and Assessment Handbook).

Normally extenuating circumstances will relate to a change in your circumstances since you commenced your course, which have had a significant, adverse effect on your studies. Everyday occurrences such as colds or known conditions such as hay-fever will not qualify unless the effects are unusually severe and this is corroborated by a medical note. The University does not look sympathetically on absences or delays caused by holiday commitments or by work commitments in the case of full-time students. The normal work commitments of part-time students would not constitute an extenuating circumstance. A disability or learning difficulty does not constitute an extenuating circumstance (see Academic Regulations).

Further information is available on the Student Portal at:
http://www.uclan.ac.uk/students/study/examinations_and_awards/extensions.php
You can apply for extenuating circumstances online via myUCLan. You must apply no later than 3 days after any examination or assessment submission date. Do not wait until you

receive your assessment results to submit a claim. It is in your own interests to submit the claim as soon as possible.

You will be expected to re-submit claims for extenuating circumstances for each semester. All evidence that is provided relating to extenuating circumstances will be treated in a sensitive and confidential manner. Supporting evidence will not be kept for longer than is necessary and will be destroyed shortly after the end of the current academic year.

In determining assessment recommendations, Assessment Boards will consider properly submitted claims from students who believe their performance has been adversely affected by extenuating circumstances. N.B. Assessment Boards are not permitted to alter individual assessment marks to take account of extenuating circumstances (Academic Regulations and Assessment Handbook).

5.5.2 Late submissions

If you submit work late and unauthorised, a universal penalty will be applied in relation to your work:

- If you submit work within 5 working days following the published submission date you will obtain the minimum pass mark for that element of assessment.
- Work submitted later than 5 working days after the published submission date will be awarded a mark of 0% for that element of assessment.
- Unauthorised late submission at resubmission will automatically be awarded a mark of 0% for that element of assessment.

5.6 Feedback Following Assessments

UCLan is committed to giving you clear, legible and informative feedback for all your assessments (Academic Regulations). You are expected to review and reflect on your feedback and learn from each experience to improve your performance as you progress though the course.

You will be provided with generic feedback for in-module formative and summative elements of assessment which contribute to a module within 15 working days of the scheduled submission or examination date. Generic feedback on end of module assessment and dissertations will be made available within 15 days of publication of results. Feedback may be oral, written, posted on a website or other.

5.7 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the ‘official’ Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University’s requirement for all

summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

You are required to sign a declaration indicating that individual work submitted for an assessment is your own.

If you attempt to influence the standard of the award you obtain through cheating, plagiarism or collusion, it will be considered as a serious academic and disciplinary offence as described within the Academic Regulations and the Assessment Handbook .

- Cheating is any deliberate attempt to deceive and covers a range of offences described in the Assessment Handbook.
- Plagiarism describes copying from the works of another person without suitably attributing the published or unpublished works of others. This means that all quotes, ideas, opinions, music and images should be acknowledged and referenced within your assignments.
- Collusion is an attempt to deceive the examiners by disguising the true authorship of an assignment by copying, or imitating in close detail another student's work - this includes with the other student's consent and also when 2 or more students divide the elements of an assignment amongst themselves and copy one another's answers. It does not include the normal situation in which you learn from your peers and share ideas, as this generates the knowledge and understanding necessary for each individual to independently undertake an assignment; nor should it be confused with group work on an assignment which is specifically authorised in the assignment brief.
- Re-presentation is an attempt to gain credit twice for the same piece of work.

Please pay attention to the plagiarism and writing exercise in the induction week to help you avoid plagiarism and re-presentation of your work.

The process of investigation and penalties which will be applied can be reviewed in the Assessment Handbook. If an allegation is found to be proven then the appropriate penalty will be implemented:

In the case of a single offence of cheating, plagiarism, collusion or re-presentation:

- the penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard he penalty will be 0% for the element of assessment, and an overall fail for the module.
- the plagiarised element of assessment must be resubmitted to the required standard and the mark for the module following resubmission will be restricted to the minimum pass mark.
- when it is detected for the first time on a resubmission for an already failed module, no further resubmission for the module will be permitted, and the appropriate fail grade will be awarded.

In the event of a repeat offence of cheating, plagiarism, collusion or re-presentation (irrespective of whether the repeat offence involves the same form of unfair means) on the same or any other module within the course:

- the appropriate penalty will be 0% for the module with no opportunity for re-assessment. This penalty does not preclude you being able to retake the module in a subsequent year.

The penalties will apply if you transfer from one UCLan course to another during your period of study and module credits gained on the former course are transferred to the current course.

Contact the Students' Union Advice and Representation Centre by emailing: suadvice@uclan.ac.uk for support and guidance.

The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the School space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.

7. Student Feedback

You can play an important part in the process of improving the quality of this course through the feedback you give.

In addition to the on-going discussion with the course team throughout the year, there are a range of mechanisms for you to feedback about your experience of teaching and learning. We aim to respond to your feedback and let you know of our plans for improvement.

At the end of each academic year we review all our modules. During this process we take into account student views, which are discussed at Staff Student Liaison Committee meetings. Following the discussions at Module Review, we may decide, for example to alter the number and/or type of module coursework assessments. Alternatively, we may choose to leave the module as it is for the next academic year.

The Students' Union and University work closely together to ensure that the student voice is heard in all matters of student-life. We encourage students to provide constructive feedback throughout their time at university, through course reps, surveys and any other appropriate means,

The Union's Student Affairs Committee (SAC), members of Students' Council and School Presidents each have particular representative responsibilities, and are involved with decision making committees as high as the University Board. Therefore, it is very important students engage with the democratic processes of the Students' Union and elect the students they see as most able to represent them.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook.
A course representative is a student who represents their fellow students' views and opinions to the course team, school, university and students' union. Course representatives work proactively and diplomatically to improve the academic and non-academic experiences of students.

7.1.1 Course Representative

The role of a course representative is extremely beneficial to both students on your course and the university. It enables students to have ownership of their student experience and voice their opinions and share positive practice with the course team, primarily the Student Staff Liaison Committee Meetings (see below).

Course representatives will be elected every year either in April or September. Alongside receiving recognition, support and respect being a course representative is a great opportunity to enhance your employability skills. If you are interested in becoming a course representative and wish to find out more about the role visit the Students' Union website or by emailing: coursereps@uclan.ac.uk.

School Presidents meanwhile are annually elected representatives who voice the opinions of students within each school. They communicate and engage with students in their school to gain feedback and work in partnership with senior management to create positive change.

They are also trained to support and signpost course representatives where needed. If you wish to find out who is your School President or more about the role visit the Students' Union website or email: coursereps@uclan.ac.uk.

7.1.2 SSLC Meetings

The purpose of a SSLC meeting is to provide the opportunity for course representatives to feedback to staff about the course, the overall student experience and to inform developments which will improve future courses. These meetings are normally scheduled once per semester.

Meetings will be facilitated using guidelines and a record of the meeting will be provided with any decisions and / or responses made and / or actions taken as a result of the discussions held. The meetings include discussion of items forwarded by course representatives, normally related to the following agenda items (dependent on time of year).

The course team encourage student feedback in all areas and recognise that additional items for discussion may also be raised at the meeting:

- Update on actions completed since the last meeting
- Feedback about the previous year – discussion of external examiner's report; outcomes of National /UCLan student surveys.
- Review of enrolment / induction experience;
- Course organisation and management (from each individual year group, and the course overall);
- Experience of modules - teaching, assessment, feedback;
- Experience of academic support which may include e.g. Personal Development Planning, academic advisor arrangements;
- Other aspects of University life relevant to student experience e.g. learning resources, IT, library;
- Any other issues raised by students or staff.

During induction week your course leader will ask you to volunteer to be a representative. Normally the representatives elected will continue in the post for the duration of the course. However, this is not mandatory and new representative(s) can be elected if required.

Representatives will be notified by the Hub of the date and times of SSLC meetings. There will be an agenda and minutes will be taken. Once the minutes have been agreed by the Chair of the SSLC they will be emailed to the representatives.

7.3 Complaints

The University recognises that there may be occasions when you have cause for complaint about the service you have received, when this happens, the complaints procedure is intended to provide an accessible, fair and straightforward system which ensures as effective, prompt and appropriate response. Click on this link for more information Complaints Procedure

8. Appendices

8.1 Programme Specification(s)

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire
3. University School/Centre	School of Pharmacy and Biomedical Sciences
4. External Accreditation	N/A
5. Title of Final Award	MRes Neuroscience
6. Modes of Attendance offered	1 year, Full time study
7a) UCAS Code	
7b) JACS Code (only required for <u>NEW</u> programmes)	B140
8. Relevant Subject Benchmarking Group(s)	none

9. Other external influences	Core curriculum in Pharmacology programmes, published by the British Pharmacological Society (BPS) Bridging the skills gap in the biopharmaceutical industry, published by the Association of British Pharmaceutical Industries (ABPI)
10. Date of production/revision of this form	**August 2017**
11. Aims of the Programme	
• **To develop knowledge and understanding of Neuroscience, at a Masters level, built on a sound scientific foundation.**	
• **To apply neuroscientific knowledge to analyse and evaluate information.**	
• **To develop the research skills at postgraduate level necessary for independent scientific research**	
• **To increase transferable skills including communication, writing, critical analysis, numeracy, statistics, IT, project planning, independence, and interpersonal and group-working skills.**	
• **To develop competence in the implementation and monitoring of plans for self-development.**	
• **To prepare the learner for a career in bioscience in positions requiring knowledge of neuroscience in relation to research, health, disease and treatment.**	

12. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Knowledge and Understanding

Students will be able to:

A1. Explain and critically discuss the principles of neuroscience in association with the underlying neurophysiology, neuropharmacology, neuropathophysiology, biochemistry and molecular neurobiology. This will include elements where the uncertainty, ambiguity and limits of knowledge within the discipline are apparent.

A2. Identify and discuss regulatory and ethical issues associated with neuroscience and the wider biosciences.

A3. Critically evaluate current techniques and research in the Neurosciences

Teaching and Learning Methods

A range of teaching and learning methods will be used to provide knowledge and develop understanding. These include lectures, small group teaching, directed reading, problem solving exercises and case studies.

Lectures and SGT will be given by active researchers emphasising research-led teaching and current trends in neuroscience.

Some expert guest lecturers will be invited from outside of UCLan (for the 'Current Trends in Neuroscience' module) and in some cases, Comensus patients, or other patients, will be used to contextualise CNS disorders and treatments.

All students can access course material (course and module information, lecture notes and assessment information) via the Blackboard Virtual Learning Environment.

Assessment methods

Students will demonstrate knowledge and understanding through a combination of essays, summaries, presentations and a dissertation. The final module mark is based on a weighted aggregate of all assignments in that module

B. Subject-specific skills

Students will be able to:

B1. Use appropriate laboratory equipment to enable a lab-based project to be undertaken.

B2. Work accurately in an organised, safe and ethical manner associated with biomedical laboratory investigations.

B3. Design experiments, and critically interpret and report the results of experiments relevant to neuroscience.

B4. Maintain a contemporaneous lab book accurately recording work undertaken in laboratory.

B5. Assimilate evidence and to apply it with specialist knowledge of neuroscience to new situations e.g. formulate hypothesis

Teaching and Learning Methods

A range of teaching and learning methods will be used to embed subject specific skills. These include laboratory practical work and data interpretation exercises and laboratory notebooks. Safe working practices and ethical approvals are determined prior to the lab project.

Theoretical content will be explored in lectures and small group teaching and will allow students to discuss neuroscience-related information.

Assessment methods

Students will demonstrate skills through a combination of laboratory competencies, laboratory notebooks and workbooks, presentations, examinations, practical reports, data analyses, case studies and a research project.

C. Thinking Skills

Students will be able to:

C1. Locate and appraise critically relevant published literature and extract pertinent information from such sources

C2. Define and develop strategies for solving problems and testing theories.

C3. Be able to analyse a range of data derived experimentally and evaluate it critically supported by logical and structured argument.

Teaching and Learning Methods

A range of teaching and learning activities will be used: lectures, data interpretation exercises, case studies, discussions within the group and with tutors. The 120 credit research module will give the students a great opportunity to develop their problem solving skills and to test theories.

Assessment methods

Students will demonstrate their knowledge and understanding through a combination of assessments: abstract production, poster presentation, essays, data analysis and in the

research project dissertation. The final module mark is based on a weighted aggregate of all assignments in that module.

D. Other skills relevant to employability and personal development

Students will be able to:

D1. Write using an appropriate scientific style.

D2. Work as a useful contributor to a group or independently.

D3. Use IT effectively for information retrieval, analysis, communication and presentation.

D4. Communicate effectively to transmit ideas and conclusions.

D5. Demonstrate planning, time-management, work to deadlines; carry out independent learning and to undertake career planning and development.

Teaching and Learning Methods

Generic skills are embedded throughout the course. Tutorials will be used to develop skills associated with IT/literature sources, databases, statistical packages, communication and presentation of data. Teamwork is built into tutorials, where students work through case studies and problem solving activities.

Students are also given guidance on the development of skills via the academic advisor system.

Assessment methods

Students will demonstrate generic skills through a combination of written reports, presentations, laboratory notebooks, and a 120 credit research project.

13. Programme Structures*				14. Awards and Credits*
Level	**Module Code**	**Module Title**	**Credit rating**	
Level 7	BL4016	Research Project (MRes)	120	**MRes Neuroscience** Requires 180 credits at level 7 **Pass**: aggregated mark >49.5% **Merit**: aggregated mark >59.5% **Distinction**: aggregated mark>69.5% **PgDip Neuroscience** Requires 120 credits at level 7 **PgCert Neuroscience** Requires 60 credits at level 7
	BL4020	Current Trends in Neuroscience	20	
	BL4013	Research Methods	20	
	BL4014	Research Proposal	20	
All modules are compulsory.				

15. Personal Development Planning

Students are introduced to the idea of PDP and career planning through sessions in induction week, including meetings with their academic advisor. Reflection and self-assessment on their achievements and goal setting is supported by linking selected coursework to the reflection process.

Reflection is encouraged by embedding it within in the assessment requirements of selected modules (eg BL4014, Research Proposal module)

Work on career development, CV writing etc is incorporated via the project supervisor and the academic advisor system. In addition, we have a new post-graduate seminar series starting

which these MRes students can attend. The focus of these seminars are very much related to career pathways, transferable skills and professional development.

16. Admissions criteria *

(including agreed tariffs for entry with advanced standing)

**Correct as at date of approval. For latest information, please consult the University's website.*

An undergraduate degree at 2:2 or above with a substantial biomedical component e.g. Biomedical Sciences, Pharmacology, Biochemistry etc or equivalent foreign degree.

Students where English is not their first language need to demonstrate their ability in the English language through obtaining an IELTS score of 6.5 or above OR TOEFL at 600 (paper) and 250 (CBE) and a TWE of 4.

Applications from people with relevant work or life experience and/or non-standard qualifications are welcomed and will be considered on a case-by-case basis.

In most cases we will interview via skype prior to offering a place on the programme.

17. Key sources of information about the programme

- QAA Biomedical Science Benchmark statements http://www.qaa.ac.uk/en/Publications/Documents/SBS-Biomedical-sciences-15.pdf
- British Pharmacological Society Core Curriculum https://www.bps.ac.uk/BPSMemberPortal/media/BPSWebsite/Assets/Curriculum-2016-A4.pdf
- Association of British Pharmaceutical Industries www.abpi.org.uk including 2015 report "Bridging the skills gap in the biopharmaceutical industry" http://www.abpi.org.uk/our-work/library/industry/Documents/Skills_Gap_Industry.pdf
- University/School of Pharmacy and Biomedical Sciences web sites (https://www.uclan.ac.uk/schools/pharmacy-biomedical-sciences/index.php

18. Curriculum Skills Map							
Level	**Module Code**	**Module Title**	**Core (C), Compulsory (COMP) or Optional (O)**	**Programme Learning Outcomes**			
				Knowledge and understanding	**Subject-specific Skills**	**Thinking Skills**	**Other skills**

				A1	A2	A3	B1	B2	B3	B4	B5	C1	C2	C3	D1	D2	D3	D4	D5
LEVEL 7	BL4016	Research Project (MRes)	COMP	y	y	y						y			y	y	y	y	y
	BL4013	Research Methods	COMP	y		y	y	y				y			y	y	y	y	y
	BL4014	Research Proposal	COMP		y	y						y	y		y	y	y	y	y
	BL4020	Current Trends in Neuroscience	COMP			y	y	y	y	y	y	y	y	y	y	y	y	y	y

Note: *Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbook*

19. LEARNING OUTCOMES FOR EXIT AWARDS:

MRes Neuroscience (level 7)

A1, A2, A3; B1, B2, B3, B4, B5; C1, C2, C3; D1, D2, D3, D4, D5

PgDip in Neuroscience (Level 7)

A3; B1, B2, B3, B4, B5; C1, C2, C3; D1, D2, D3, D4, D5

PgCert in Neuroscience (Level 7)

A1, A2, A3; B1, B2;